

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents procedures which are used in conducting the research. It covers: research design, research subject, research instrument, data collection, and data analysis.

#### **3.1. Research Design**

“The research design is the researcher’s strategy of how to proceed to increase a thoughtful of some group or some phenomenon in its situation” (Ary, 2010). In other words, the research design was the researchers’ plan to do a research in various phenomenon or group to expansion knowledge or more understanding.

The design of this research was descriptive qualitative. Ary (2010) argues that descriptive research is research that requests questions about the environment, incidence, or distribution of variables; it involves describing but not manipulating variables. Moreover, qualitative research is when the researchers seek to understand a phenomenon by concentrating on the total picture rather than breach into some variables.

In line with the concepts above, this research used descriptive qualitative design because it was intended to know the implementation of scientific approach by the English teacher in teaching speaking. This means that this research was used to describe the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Magfiroh in Malang.

### **3.2. Research Subject**

Ary (2010) states that subject is a person in a study. In this research, the subject was the English teacher in SMA bahrul Magfiroh in Malang. In this study, there was just one English teacher. The researcher selected him as an informant who gave more data about the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Magfiroh Malang.

### **3.3. Research Instrument**

Constructing the research instrument was an important step to collect the data. Ary (2010) says that “the primary instrument used for data collection in qualitative research is the researcher him- or herself, often collecting data through direct observation or interviews.” In collecting the data, the researcher used three instruments such as observation, interview, and documentation.

#### **3.3.1. Observation**

One of the functions of observation was to get more complete data. According to Creswell (2012), observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.

Creswell (2012) point out the kinds of observations such as:

a. Participant Observer

A participant observer is an observational role adopted by researchers when they take part in activities in the setting they observe. In other words, the observer was as a participant in observation. The observer had a role in that activities and also recorded information.

b. Nonparticipant Observer

A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. It means that the observer was not involved as a participant in the observation. The observer sat at the back of the class to watch and recorded the phenomenon or the activity in the class.

In this research, the researcher used nonparticipant observer because the researcher wanted to get the valid data without the intervention of researcher. Further, this instrument was used to investigate the procedure of English teacher in the implementation of scientific approach, to identify the problems faced by the English teacher that implements the scientific approach in teaching speaking in SMA Bahrul Magfiroh Malang.

### 3.3.2. Interview

Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, 2010). In other words, interview was the communication between two persons that aimed to get the information for the purpose the research. It could give the more information that

could not be obtained through observation. According to Ary (2010) there are three kinds of interview, such as:

a. Unstructured Interview

Unstructured interview is a conversational type of interview in which the questions arise from the situation. The questions are arising from the situation. The researcher will continue the question based on the last answer that researcher listen. Using who, what, when, where, why, and how categories is generally enough guidance for the researcher to follow in asking questions.

b. Structured Interview

Structured interview is scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of questions, but with some latitude in the sequence (Ary, 2010). In other words, the researcher provided the similar and structured questions which would be answered and most of question could not be answered with yes or no and limited word respond.

c. Semi- or Partially Structured Interview

It is similar with structured interview but semi- or partially structured interview the questions can be modified during interview process. The questions are designed to reveal what is important to understand about the phenomenon under study. The questions also cannot be answered with yes or no and limited word respond.

The researcher chose a semi- or partially structured interview because the researcher would be free to design the questions that used to interview. The researcher prepared the questions to be asked. It was possible to develop while

interviewing. Moreover, the researcher used interview to gain more information which could not be obtained through observation. The interview was used to get more information from English teacher about the procedure of English teacher in the implementation of scientific approach, to obtain more information about the problems faced by the English teacher in implementing scientific approach in teaching speaking in SMA Bahrul Magfiroh Malang. It was also used to clarify the results of observations which done by the researcher.

### **3.3.3. Documentation**

According to Creswell (2012), “Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.” Furthermore, the term forms here talk about to a wide range of written, physical, and visual materials, including what other writers may term artefacts (Ary, 2010).

In line with the explanation above, the researcher analysed the data from the teacher’s syllabus and lesson plan. Further, the researcher used syllabus and lesson plan to get the data for verifying whether the learning activities steps in lesson plan and learning steps when observed are appropriate with lesson plan or not. It is especially to answer the research problem number one.

### 3.4. Data Collection

In this research, the researcher collected the data based on observation, interview, and documentation to get information about the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Magfiroh Malang.

The steps of collecting the data of this research were presented below:

- a. Planning observation sheet.
- b. Assembling syllabus and lesson plan as the document before performance the observation to the English teacher.
- c. Observing the teacher whereas he is teaching speaking.
- d. Preparing some questions for interviewing the English teacher about the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Magfiroh Malang.
- e. Interviewing the English teacher about the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Magfiroh Malang.

### 3.5. Data Analysis

After the researcher composed the data from interview, documentation, and observation, the researcher would analyse the files. According to Miles et al. (2014), there are three stages of analysing the data, such as:

a. Data Condensation

Data condensation refers to the procedure of selecting, focusing, simplifying, abstracting, and/or transforming the data that seem in the full body of written-up field transcripts, and interview. In other words, data reduction was selecting or categorizing the data from the end result of interview, documentation, and observation of the English teacher in the implementation of scientific approach in teaching speaking in SMA Bahrul Magfiroh Malang.

b. Data Display

Generically, data display is a planned, compressed gathering of information that authorizations conclusion drawing and achievement. In other words, it included describing the data from the result of interview, documentation, and observation with the literature study.

c. Conclusion Drawing and Verification

The third watercourse of analysis activity is conclusion drawing and verification. From the beginning of data collection, the researcher was start to choose what things mean-is noting symmetries, designs, clarifications, possible configuration, causal flows, and plans. Lastly, conclusion was drawn depend to the data and the research problem.